



Dublin City Schools Social Studies K – 12 Vision Statement

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources. studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.

Social Studies K-12 Inquiry Workshop



Fostering Inquiry <i>Focused Mini-lesson</i>	Collaborative Learning	Reflection
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> • Connecting to the learning goal • Connecting to previous learning • Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>). • Explicitly teaching content/skill (e.g., preview, video clip, focused lecture) • Brief opportunities for students to share thinking together around the goal (active engagement) • Linking to the collaborative practice time and overall goals 	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> • Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>) • Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>) • Teacher conferring to differentiate with individual students or groups • Resource and research support given as needed • Evaluating resources & compiling evidence 	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> • Student sharing of new learning, reasoned conclusions and discoveries • Student reflecting on the learning goal • Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning • Student or group processing of the learning in a variety of ways (e.g., technology integration) • Preparing and participating in a culminating event to share learning • Taking informed action

Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

Support for the Implementation of the Instructional Program

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

Dublin City Schools Social Studies Graded Course of Study

Modern World History

Modern World History:

Modern World History is the study of world events from 1600 to the present. This course addresses content covered in Ohio's Learning Standards. Emphasis is placed on the global impact power structures and revolutions that have transformed the globe politically, socially and economically. The impact of wars, and the ideas that led to independence movements, and the effects of global interdependence. An additional focus on geography will be included in this course. Students will continue to develop historical literacy and 21st century skills.

First Semester				
Unit A Understanding History	Unit B Global Citizen	Unit C Enlightenment	Unit D Revolutions	Unit E Industrial Revolution
	Topic 1: Introduction to the World Topic 2: Cultural Comparisons	Topic 1: Scientific Revolution Topic 2: Enlightenment	Topic 1: The French Revolution and Napoleon Topic 2: Latin American Revolutions	Topic 1: The Agricultural Revolution Topic 2: The industrial Revolution
Overarching Compelling Question: <i>Why study history?</i> <i>Why is it important to have multiple perspectives?</i> <i>Who writes history, with what agenda in mind, and towards what ends?</i> <i>How accurate can a historian ever hope to be, analyzing past events from the vantage point of the historian's present?</i>	Overarching Compelling Question: <i>What does it mean to be a global citizen?</i> <i>Why is geography important?</i> <i>How does a nation's geography affect their culture and relationship with neighboring nations and the rest of the world?</i> <i>Explain how culture impacts our world today?</i>	Overarching Compelling Question: <i>What inspired historical figures to challenge authority? What were the results?</i> <i>What impact did the Enlightenment have on the world?</i> <i>In what ways did society succeed in living up to the Enlightenment ideals? In what ways did society fail?</i>	Overarching Compelling Question: <i>What has inspired people to challenge authority? What were the results?</i> <i>Do all revolutions lead to freedom? Are independence and freedom the same thing?</i>	Overarching Compelling Question: <i>What improvements have been made since the first industrial revolution and what impacts can still be seen today?</i> <i>What industrial revolution are we in now? What has changed?</i>

**Dublin City Schools Social Studies Graded Course of Study
Modern World History**

Second Semester				
Unit F Imperialism	Unit G Global Conflict	Unit H Between the Wars	Unit I World War II	Unit J Globalization
<p>Topic 1: Africa and India</p> <p>Topic 2: China and Japan India</p>	<p>Topic 1: World War 1</p> <p>Topic 2: Russian Revolution</p>	<p>Topic 1: Global financial crisis</p> <p>Topic 2: Middle East Muslim Lands (Ottoman Empire, Persia, Afghanistan)</p>	<p>Topic 1: World War II</p> <p>Topic 2: Genocide</p>	<p>Topic 1: Cold War</p> <p>Topic 2: Globalization</p>
<p>Compelling Questions</p> <p><i>Why did countries try and dominate/manipulate other countries during Imperialism?</i></p> <p><i>Why was the right of self-determination reserved for Western Nations only?</i></p>	<p>Compelling Questions</p> <p><i>Could World War I have been avoided?</i></p> <p><i>How does the Russian Revolution compare to other revolutions we have studied?</i></p>	<p>Compelling Questions:</p> <p><i>What impact did World War I and the global economic collapse have on the Modern Middle East?</i></p> <p><i>What is the relationship between the Great Depression and the rise of authoritarian regimes?</i></p> <p><i>What roadblocks have prevented peace in the Middle East?</i></p>	<p>Compelling Questions:</p> <p><i>What alternate solutions could have been enacted to avoid WWII or was it inevitable?</i></p> <p><i>What led to the Allied victory in Europe and Asia?</i></p> <p><i>What are some examples in history that might be described as a genocide? How did their stories differ and how were they similar?</i></p>	<p>Compelling Questions:</p> <p><i>Is the Cold War over?</i></p> <p><i>How have individual and nations rights been granted or denied as we develop as a global community?</i></p> <p><i>How have oppressed peoples of the world worked to improve their positions in the world?</i></p> <p><i>How is the world going to manage an ever growing population with limited resources?</i></p> <p><i>What are people doing to try and solve problems in the world today?</i></p>

Dublin City Schools Social Studies Graded Course of Study Modern World History

Unit A: Understanding History		
Compelling questions	Content Learning Standards	Recommended Resources
<p><i>Why study history?</i></p> <p><i>Who writes history, with what agenda in mind, and towards what ends?</i></p> <p><i>How accurate can a historian ever hope to be, analyzing past events from the vantage point of the historian's present?</i></p> <p><i>Does the historian's own perspective, impacted as it undoubtedly is by gender, age, national and ideological affiliation, etc., contribute to an "agenda" that the historian's work is playing into, unwittingly or consciously?</i></p>	<ul style="list-style-type: none"> • Historical events impact society and the ways in which we live today. • Lessons from history can help to solve modern problems. • Seeking multiple perspectives enhances overall understanding and helps to encourage empathy for others. 	<p>Newsela: There's a fight going on in schools over when history begins</p> <p>Historiography - The study of HISTORY Perspectives</p>
<p>Expectations for learning in the unit: Students will understand the value of history and recognize the importance of seeking multiple perspectives to enhance thinking.</p>		
<p>Relevance -What does it mean to have a growth mindset? -Where do I want to be at the end of my freshman year as a student and as a person?</p>		

Dublin City Schools Social Studies Graded Course of Study Modern World History

Unit B: Global Citizen		
Compelling questions	Content Learning Standards	Recommended Resources
<p><i>Introduction to the World</i></p> <p><i>What does it mean to be a global citizen?</i></p> <p><i>Cultural Comparisons</i></p> <p><i>Why is geography important?</i></p> <p><i>How does a nation's geography affect their culture and relationship with neighboring nations and the rest of the world?</i></p> <p><i>Explain how culture impacts our world today?</i></p>	<p>Introduction to the World</p> <p>Geography 2: Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.</p> <p>Geography 11: Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).</p> <p>Geography 14: Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).</p> <p>Cultural Comparisons</p> <p>History 27: The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.</p>	<p>Introduction to the World and Cultural Comparisons</p> <p>Newsela: World's 85 richest have wealth equal to half the world population CIA WORLD FACTBOOK</p> <p>History Alive: Challenge of Ruling : Forming Government</p>
<p>Expectations for learning in the unit: Students will explore cultures around the world while learning how geography impacts those relationships. Students will be able to use data such as GDP Per Capita, life expectancy, literacy rates and infant mortality to compare different regions around the world. Students will learn and evaluate different forms of government around the globe. As members of the global community, students will begin to identify, research and create solutions to global issues facing the world today.</p>		
<p>Relevance How does culture impact our day-to-day lives and world history? What does history mean to you? How does it impact our lives?</p>		

Dublin City Schools Social Studies Graded Course of Study Modern World History

Unit C: Enlightenment		
Compelling questions	Content Learning Standards	Recommended Resources
<p>Scientific Revolution</p> <p><i>What inspired historical figures to challenge authority? What were the results?</i></p> <p><i>What impact did the Enlightenment have on the world?</i></p> <p>Enlightenment</p> <p><i>In what ways did society succeed in living up to the Enlightenment ideals? In what ways did society fail?</i></p>	<p>Scientific Revolution</p> <p>History 4: The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the World.</p> <p>Enlightenment</p> <p>History 5: Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.</p>	<p>Scientific Revolution and Enlightenment</p> <p>Newsela: The Birth of Modern Science</p> <p>Newsela: The Age of Enlightenment</p> <p>Newsela: Connections between the American Rev and Haitian Rev</p> <p>History Alive: Debating the Ideal Form of Government</p> <p>Primary Resources:</p> <p>History Alive - Enlightenment Philosophers Activity and Salon</p> <p>Montesquieu <i>The Spirit of the Laws</i></p> <p>John Locke <i>Two Treatises on Government</i></p> <p>Voltaire</p> <p>Rousseau <i>The Social Contract</i></p> <p>Wollstonecraft <i>A Vindication of the Rights of Woman</i></p> <p>Beccaria <i>On Crime and Punishment</i></p> <p>English Bill of Rights</p> <p>Declaration of Independence</p> <p>US Bill of Rights</p> <p>Frankenstein</p>
<p>Expectations for learning in the unit:</p> <p>Students will be able to understand the origins of modern day governments and political discourse through their study of Enlightenment thinkers such as Hobbes, Locke, Rousseau, Montesquieu, Beccaria, and Wollstonecraft.</p> <p>Students will analyze what inspired historical figures to challenge authority throughout history and compare the results of those challenges.</p> <p>Students will be able to draw a direct connection between Enlightenment ideals, major issues in the world today and their own lives.</p>		

Dublin City Schools Social Studies Graded Course of Study

Modern World History

Relevance

- Are there any revolutions currently taking place that you are living in today? Are we living during another revolution today? A technological revolution? A political revolution? A social justice revolution?
- Which philosopher do you think had the biggest impact on the world today?
- How far do you think women's rights have come since the time of the Enlightenment? How much more work is there to do?

Unit D: Revolutions

Compelling questions	Content Learning Standards	Recommended Resources
<p><i>What has inspired people to challenge authority? What were the results?</i></p> <p><i>Do all revolutions lead to freedom? Are independence and freedom the same thing?</i></p> <p>The French Revolution <i>How was the French Revolution impacted by the Enlightenment?</i></p> <p>Latin American Revolutions <i>Why did much of Central and South America struggle following independence?</i></p> <p><i>What were the similarities that tied the Latin American Revolutions together?</i></p>	<p>The French Revolution</p> <p>Geography 3: Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a cityby-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).</p> <p>History 6: Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.</p> <p>Latin American Revolutions</p> <p>History 7: The American and French Revolutions influenced Latin American revolutions for independence.</p>	<p>The French Revolution</p> <p>Newsela: The French Revolution, Part One: A Timeline of the Revolution</p> <p>Newsela: The French Revolution, Part Two: A Timeline of the Revolution</p> <p>History Alive: French Revolution Estates</p> <p>PRIMARY RESOURCES</p> <p>Newsela: Primary Sources: Marie Antoinette and Edmund Burke on the French monarchy, and its demise</p> <p>Newsela: Famous Speeches: Robespierre's Justification of the Use of Terror</p> <p>Newsela: Primary Sources: Declaration of the Rights of Man</p> <p>Declaration of the Rights of Woman and the Female Citizen by Olympe de Gouges</p> <p>Latin American Revolutions</p> <p>Why Latin America Wanted Independence from Spain</p> <p>History Alive : Latin America to Independence</p> <p>PRIMARY RESOURCES</p>

Dublin City Schools Social Studies Graded Course of Study Modern World History

		<p>Newsela: Primary Source: Mexico declares its independence from Spain (1821) Primary Source: Haiti Declares Independence from France (1804) Excerpts: Grito De Dolores Hidalgo (Mural); Constitution of Haitian Constitution 1805; Santa Anna's Manifesto Concerning the Texas Campaign"; Simon Bolivar "Message to the Congress of Angostura" 1819 Art Analysis: Independence Mural by Juan O'Gorman National History Museum Chapultepec Castle, New Mexico; "The Oath of the Ancestors" by Guillaume Guillon-Lethiere (1822) Devastation of the Indies by Bartoleme de Las Casas</p>
<p>Expectations for learning in the unit: Students will make connections between the Enlightenment and the revolutions that occurred in the 18th and 19th centuries. Students will draw conclusions as to the origin of civil unrest in different regions of the world that sparked revolutions. Students will compare different revolutions of the 18th and 19th centuries. Students will understand the impact that the French and Latin American Revolutions had on the history of those regions.</p>		
<p>Relevance -How was the story of the United States connected to the French Revolution? -What modern day events are similar to events that took place during the French Revolution? -What are the major events that are taking place in Central and South America today? -What influences have helped shape modern day Central and South America?</p>		

Dublin City Schools Social Studies Graded Course of Study Modern World History

Unit E: The Industrial Revolution		
Compelling questions	Content Learning Standards	Recommended Resources
<p><i>What improvements have been made since the first industrial revolution and what impacts can still be seen today?</i></p> <p><i>What industrial revolution are we in now? What has changed?</i></p>	<p>Geography 7: Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development)</p> <p>Geography 8: Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).</p> <p>Geography 12: The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).</p> <p>Geography 15: Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).</p> <p>Geography 16: Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts,</p>	<p>KEY RESOURCES</p> <p>Newsela: The Industrial Revolution and technology</p> <p>History Alive: Experiencing the Industrial Revolution & Essay Activity</p> <p>History Alive: Painting Music & Literature of the Industrial Era</p> <p>History Alive: Comparing Capitalism, Socialism & Communism</p> <p>Newsela: The origins of the Industrial Revolution</p> <p>Newsela: The Industrial Revolution and the Growth of Cities</p> <p>PRIMARY RESOURCES</p> <p>Newsela: Primary Sources: Interview with former child laborer in the Industrial Revolution</p> <p>Newsela: Primary Sources: Excerpt from "Loom and Spindle or Life Among the Early Mill Girls"</p> <p>Newsela: Primary Sources: The Lowell Mill girls go on strike, 1836</p>

Dublin City Schools Social Studies Graded Course of Study

Modern World History

	<p>regional specialization in services or products, creation of ethnic enclaves).</p> <p>History 8: Industrialization had social, political and economic effects on Western Europe and the world.</p> <p>Current Industrial Revolution Elaboration Currently the world is in the 4th industrial revolution. (<i>1st: steam power, 2nd: age of science and mass production, 3rd: digital age</i>) The Fourth Industrial Revolution is a way of describing the blurring of boundaries between the physical, digital, and biological worlds. It's a fusion of advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D printing, genetic engineering, quantum computing, and other technologies.</p>	<p>SHEG (Stanford History Education Group): Working Conditions Document Analysis Child Labor The Jungle by Upton Sinclair</p>
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> - Students will reflect on how the Industrial Revolution had many negative consequences while also positively impacting the global condition. - Students will specifically analyze how the Industrial Revolution impacted society and the economies of industrialized nations. 		
<p>Relevance</p> <ul style="list-style-type: none"> -How do we see the issues of the Industrial Revolution impacting the modern world? Child labor, poor working conditions, environmental issues, unequal wealth etc. -Why has the population grown so significantly over the last 200 years and what problems might that cause in Dublin and in the United States? (Ex: infrastructure) 		

Dublin City Schools Social Studies Graded Course of Study
Modern World History

Unit F: Imperialism		
Compelling questions	Content Learning Standards	Resources
<p><i>Why did countries try and dominate/manipulate other countries during Imperialism?</i></p> <p><i>Why was the right of self-determination reserved for Western Nations only?</i></p> <p>Africa and India</p> <p><i>What are some examples in history that might be described as a genocide? How did their stories differ and how were they similar?</i></p> <p>China and Japan</p> <p><i>How did imperialism lead to nationalist movements in Asia?</i></p>	<p>Africa and India // China and Japan</p> <p>History 9: Imperial expansion had political, economic and social roots.</p> <p>History 10: Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.</p> <p>History 1: The consequences of imperialism were viewed differently by the colonizers and the colonized.</p> <p>History 12: Advances in technology, communication and transportation improved lives, but also had negative consequences.</p> <p>History 20: Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.</p> <p>History 24: Political and cultural groups have struggled to achieve self-governance and self-determination.</p>	<p>Africa and India</p> <p>Newsela: Imperialism and Resistance Shape the Modern World</p> <p>Newsela: "Expansion Was Everything": Europe's Colonization of Africa</p> <p>Newsela: World politics explainer: The end of apartheid in South Africa</p> <p>Newsela: World Leaders: Mohandas "Mahatma" Gandhi</p> <p>History Alive: Scramble for Africa</p> <p>History: Analyzing Motives for Imperialism</p> <p>Battle of Adwa Painting: unknown Ethiopian artist</p> <p>Trevor Noah and Apartheid</p> <p>The 16th Man: 30 for 30</p> <p>Born a Crime by Trevor Noah</p> <p>Trevor Noah on Colonialism</p> <p>King Leopold's Ghost by Adam Hochschild</p> <p>White Man's Burden - Kipling</p> <p>PRIMARY RESOURCES</p> <p>Newsela: Primary Sources: Colonialism's Effect on the Kuba Kingdom of the Congo</p> <p>Newsela: Famous Speeches: Nelson Mandela's Address on his Release from Prison</p> <p>Newsela: Famous Speeches: Mahatma Gandhi's "Quit India"</p> <p>SHEG: Sepoy Rebellion</p> <p>Include within lesson: start with learning about cultures prior to Western invasions</p>

Dublin City Schools Social Studies Graded Course of Study

Modern World History

		<p>China and Japan</p> <p>Newsela: The First and Second Opium Wars in China Newsela: The Open Door Policy in China Newsela: The Chinese Revolution of 1911 Newsela: The Chinese Revolution of 1949 Newsela: Treaty of Kanagawa Newsela: The Meiji Restoration of 19th-century Japan</p> <p>PRIMARY RESOURCES Emperor Qianlong: Letter To George III, 1793 Newsela: Primary Sources: Philippines asks United States to not take it over (1898)</p>
<p>Expectations for learning in the unit: <i>Students will investigate the impact the Industrial Revolution had on industrialized and non-industrialized nations.</i> <i>Students will be able to demonstrate how the Industrial Revolution played a significant role in creating the conditions and justification for imperialism.</i> <i>Students can analyze groups of people and the different ways they tried to resist imperialism.</i> <i>Students will make connections between imperialism and many of the modern day challenges facing areas such as Africa, India, China and Japan today.</i> <i>Students can compare and contrast the ways China and Japan were imperialized.</i></p>		
<p>Relevance</p> <p>Africa and India</p> <ul style="list-style-type: none"> -Do we see examples of imperialist nations in the world today? -How has imperialism impacted Africa and India today? -Why do you think South Africa had a government based on racism for so long? What else could we compare this to? -How did imperialism help create the current conflict between India and Pakistan? What can be done in the future to help this situation? <p>China and Japan</p> <ul style="list-style-type: none"> -What can the reaction of China and Japan to imperialism tell us about today? -What is the relationship between the United States and China today? -How does Asia compare to the rest of the world today? 		

Dublin City Schools Social Studies Graded Course of Study Modern World History

Unit G: Global Conflict		
Compelling questions	Content Learning Standards	Resources
<p>World War I</p> <p><i>Could World War I have been avoided?</i></p> <p>Russian Revolution</p> <p><i>How does the Russian Revolution compare to other revolutions we have studied?</i></p>	<p>World War I</p> <p>History 13: The causes of World War I included militarism, imperialism, nationalism and alliances.</p> <p>History 15: Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.</p>	<p>KEY RESOURCES</p> <p>History Alive - Experiencing WWI (Causes, Outbreak, Technology & Aftermath)</p> <p>Newsela: The Harlem Hellfighters of World War I</p> <p>Choices: Russian Revolution Primary Source Analysis</p> <p>PRIMARY RESOURCES</p> <p>All Quiet on the Western Front: Erich Maria Remarque</p> <p>PBS The Great War Series (Slaughter and Total War)</p> <p>Anzac Girls by Peter Rees</p> <p>Paris 1919 by Margaret MacMillan (book and dvd)</p> <p>Armistice 1918</p> <p>Treaty of Versailles</p> <p>Nicholas and Alexandra by Robert K. Massie</p> <p>Animal Farm by George Orwell</p> <p>Newsela: World War I propaganda posters at home and abroad</p>
<p>Expectations for learning in the unit:</p> <p><i>Students will demonstrate their knowledge about what conditions led to World War I.</i></p> <p><i>Students will be able to reflect on the role technology and the concept of total war played in World War I.</i></p> <p><i>Students can discuss the impact of the ending of WWI & the impact of the Treaty of Versailles?</i></p>		
<p>Relevance</p> <ul style="list-style-type: none"> -Looking at the causes of World War I, are there any warnings the world can apply to today? - How did World War I have a direct impact on social mobility and the rights of women in many countries around the globe? -What role should alliances play in the foreign policy of the United States today? 		

Dublin City Schools Social Studies Graded Course of Study Modern World History

Unit H: Between the Wars		
Compelling Questions	Content Learning Standards	Resources
<p>Between the Wars</p> <p><i>What impact did World War I and the global economic collapse have on the Modern Middle East?</i></p> <p><i>What is the relationship between the Great Depression and the rise of authoritarian regimes?</i></p> <p>Middle East</p> <p><i>What roadblocks have prevented peace in the Middle East?</i></p>	<p>Between the Wars</p> <p>Geography 9: Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban migration).</p> <p>History 14: The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</p> <p>Middle East</p> <p>History 19: Religious diversity, the end of colonial rule and rising nationalism has led to regional conflicts in the Middle East.</p> <p>Muslim Lands (Ottoman Empire, Persia, Afghanistan)</p>	<p>Between the Wars</p> <p>Newsela: How modern states of the Middle East were created PRIMARY RESOURCES Balfour Declaration Upfront Magazine - How the Middle East Got that Way? Treaty of Sevres Covenant of the League of Nations SHEG: Appeasement Policy Document Analysis</p>
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> - How did the Treaty of Versailles and other treaties ending World War I lead to the conditions that have created issues in the modern day Middle East? - Students will evaluate what factors led to the rise of totalitarian leaders between the two world wars? - Students will recognize the impact the Great Depression had on the global economy between the world wars. - Students will be able express how attempts to avoid another world war helped lead to the circumstances that created the most destructive war in human history. 		
<p>Relevance</p> <ul style="list-style-type: none"> -What lessons can the world learn from the Global Depression? 		

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- How do authoritarian/facist leaders of the past, and today, gain and maintain power?
- What is happening in the Middle East today?
- How might the world/United States help create a peace between Israel and Palestine?

Unit I: World War II

Compelling questions	Content Learning Standards	Resources
<p><i>What alternate solutions could have been enacted to avoid WWII or was it inevitable?</i></p> <p><i>What led to the Allied victory in Europe and Asia?</i></p> <p><i>What are some examples in history that might be described as a genocide? How did their stories differ and how were they similar?</i></p>	<p>History 14: The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.</p> <p>History 15: Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.</p> <p>History 23: Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.</p>	<p>Newsela: Five times the United States has officially apologized National WWII Museum Smithsonian's History Explorer History Alive: WWII Events- Predicting European Responses</p> <p>PRIMARY RESOURCES</p> <p>With the Old Breed: Eugene Sledge Account of Pearl Harbor WWII Key Primary Sources Battle of Britain Newsela: World Leaders Adolf Hitler Newsela: WWII Part III - Battlefield (part I, II & IV also)) Newsela: Life at Manzanar</p>

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Expectations for learning in the unit:

Students can define genocide and give different examples that have occurred throughout history.
 Students can analyze the use of Total War and the atomic bombs in WWII?
 In what ways were the nations imperialized during the 19th and 20th centuries impacted by the world wars of the 20th century?

Relevance

- How has World War II impacted the world today?
- How did World War II play a role in the independence of many countries around the world?
- How could the world allow the Holocaust to happen?

Unit J: Globalization

Compelling questions	Content Learning Standards	Resources
<p>Cold War</p> <p><i>Is the Cold War over?</i></p> <p><i>(Why could it be argued that the Cold War never really ended)?</i></p> <p>Globalization</p> <p><i>How have individual and nations rights been granted or denied as we develop as a global community?</i></p> <p><i>How have oppressed peoples of the world worked to improve their positions in the world?</i></p>	<p>Cold War</p> <p>Geography 5: Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).</p> <p>Geography 6: There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).</p> <p>History 16: World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.</p> <p>History 17: The United States and the Soviet Union became superpowers and competed for global influence.</p> <p>History 18: Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.</p> <p>History 21: Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.</p> <p>History 25: Emerging economic powers and improvements in technology</p>	<p>Cold War</p> <p>KEY RESOURCES</p> <p>Newsela: Politics After WWII and Cold War Tensions</p> <p>-Armageddon Letters (Castro, JFK, Khrushchev)</p> <p>History Alive - Mapping the Cold War</p> <p>Newsela: Cold War : An Age of Two Global Economies</p> <p>Newsela: Global Conflicts After the Cold War</p> <p>Newsela:Text Set - Cold War</p> <p>Newsela:Politics After WWII and Cold War Tensions</p> <p>PRIMARY RESOURCES</p> <p>Newsela: Famous Speeches: George C. Marshall's Speech at Harvard University</p>

Dublin City Schools Social Studies Graded Course of Study

Modern World History

<p><i>How is the world going to manage an ever-growing population with limited resources?</i></p> <p><i>What are people doing to try and solve problems in the world today?</i></p> <p><i>How have individual and nations rights been granted or denied as we develop as a global community?</i></p>	<p>have created a more interdependent global economy.</p> <p>History 26: Proliferation of nuclear weapons has created a challenge to world peace.</p> <p>Globalization</p> <p>Geography 4: Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in floodplains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).</p> <p>Geography 10: Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).</p> <p>Geography 13: There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).</p> <p>Geography 17: Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).</p> <p>Geography 18: Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).</p> <p>Geography 19: Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).</p> <p>History 28: Environmental concerns, impacted by population growth and</p>	<p>Globalization</p> <p>Newsela: The impact of globalization on the physical and human characteristics of communities</p> <p>Newsela: What is Globalization? Global Issues Database</p> <p>PRIMARY RESOURCES</p> <p>PBS Primary Sources Globalization</p> <p>Cultural snapshot</p> <p>Abc clio</p> <p>Britanica</p>
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Dublin City Schools Social Studies Graded Course of Study

Modern World History

	<p>heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.</p>	
<p>Expectations for learning in the unit: <i>Students will analyze how a large part of the second half of the 20th century was driven by Cold War politics.</i> <i>Students will be able to demonstrate examples where Post Cold War politics have led to nationalists movements that have led to regional conflicts.</i> <i>Students will recognize the impact continued competition for limited global resources, and an ever increasing world population, may shape the future of the globe.</i> <i>Students can identify and describe the pros and cons of globalization?</i> <i>Students will be able to convey many of the problems facing the world today, and how as global citizens, they may try and solve those issues.</i></p>		
<p>Relevance</p> <p>How did the Cold War set the stage for current conflicts in our world today? Is there a danger that a new form of the Cold War is emerging in the world today?</p> <p>How can consumers navigate the availability of cheap and plentiful goods with the importance of maintaining human and worker rights? What are the biggest problems facing the world today? What can the world do to become more sustainable?</p>		

Additional Recommended Resources	
<p>BBC Witnessing History Podcasts Bill of Rights Institute Born a Crime: Stories from a South African Childhood (Trevor Noah, Yearling, 2020.) CIA World Factbook C3 Teachers Gandhi-Movie Gilder Lehrman Institute of American History History Channel John Green's Crash Course Series Khan Academy National Constitution Center National Geographic Scholastic "UpFront" Magazine</p>	<p>PBS Learning Media People's Century series SHEG: Stanford History Education Group Smithsonian Education Stamped Racism, Anti Racism, and You TED-Ed Video-30 for 30 - 12th Man Vox Maps that Explain (WWI, WWII, Middle East) World History Project World War I Apocalypse 2014 Network American Heroes Channel</p>

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Modern World History**